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ABSTRACT

Teaching procedures for beginning reading instruction are presented in this teacher's guide which accompanies Books I, II, and III of a 5-part reading series for Navajo Indian children. A more complete teacher's guide is planned. Emphasis is on the first major English spelling pattern consisting of one-syllable words which contain one of the short-sounding vowels of the English alphabet, as well as the most commonly used consonants and consonant diagraphs. Material on non-sense syllables and on some irregular or "sight" words is included. RC 003 904 consists of the 5 reading texts. (JH)

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DAN and HIS PETS

TEACHER'S MANUAL

RC003905

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FOREWORD

This reading series is not a panacea of all the problems faced by the bi-lingual child in his attempt at learning how to read. It is, however, the belief of this research team that by utilizing the Navajo social setting and incorporating it into meaningful reading material, that it will alleviate the barrier that faces many children in their attempt to unlock the printed form into meaningful concepts.

TO THE TEACHER

The teaching suggestions in this Teacher's Guide are meant to be flexible. After each lesson, ample space has been provided for suggestions by those teachers using the material. The suggestions will be read, tabulated, and utilized in forming a more complete teacher's guide.

Before the reading stage begins, it is very important and necessary that the child has an adequate control of the oral form of the English language and the skills to recognize the distinctions between the letters of the alphabet.

INTRODUCTION

"The teaching of beginning reading to children must be conceived, not in terms of the imparting of knowledge, but in terms of opportunities for practice."[1] In this statement lies the philosophy held throughout the beginning stages of this reading series.

When the child is presented the written material to be learned, it is material which he has within his linguistic experience. In all, it is a transfer from the oral form of the language already known, to the written form of the same language. Additional development of oral language mastery should not be introduced during this transfer period. The presenting of additional language development at this time may be confusing to the novice reader.

Research conducted in the area of linguistics indicates that learning to read requires habits of high speed or automatic recognition of spelling patterns that represent the spoken word form already known by the beginning reader. There are three such major spelling patterns that characterize the English language. There are, of course, minor sets of spelling patterns, but for the beginning stages of reading they can be considered secondary. Since reading requires habits of high-speed recognition, it is one of the objectives of this series of books to inculcate in the child the first and probably the most significant of the three patterns. Since contrasting these spelling patterns is necessary for effective reading, it is the desire of this research team to continue the series with stress upon the second and third major spelling patterns.

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[1]Charles C. Fries. Linguistics and Reading (New York, Chicago, San Francisco, Toronto, London: Holt, Rinehart and Winston, Inc.).

"There is always something artificial about reducing a problem to simple mechanical terms, but the whole history of science shows that simple mechanical terms are the only terms in which our limited human capacity can solve a problem."[2]

Spelling patterns are classified according to form, regular and irregular, Regular forms are words which have a one-to-one relationship between the spoken and written form. That is, for each letter in a word , there is a sound; there are no silent letters in the regular form. Examples of words classified regular are words such as can, man, and Dan. The teacher will note that each letter has a "distinct" sound of its own, thus forming a one-to-one relationship between the spoken and the written form. The irregular forms of words are just the opposite in that a one-to-one relationship between the spoken and the written form does not occur. Examples of this form are words such as night, tough, and often.

As was previously indicated, the stress will be upon the first major pattern or the regular form. This pattern will consist of one-syllable words which contain one of the short sounding vowels of the English alphabet, as well as, the most commonly used consonants and consonant diagraphs.

In an effort to include the natural speech patterns of pre-school children and keep within the standards of correct grammatical structure, it was necessary to include with the first spelling pattern a number of irregular or "sight" words. It is important that the instructor does not dwell on or discuss the physical make-up of these (sight) words.

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[2]Leonard Bloomfield and Barnhart, Clarence L. Let's Read (Detroit: Wayne State University Press, 1961.)

Also included in the first pattern are a number of non-sense syllables (see flashcards). The presentation of these non-sense syllables is optional. However, it is the opinion of the authors, that a child learning to attack nonsense syllables will at a later reading stage be able to "attack" words of multi-syllable type. If the instructor elects to "teach" the non-sense syllables, the child should be told that it is a non-sense syllable and that it will later be part of a larger word, e.g. Jan--January.

It is suggested that "small" readers are not distributed to the class until the entire vocabulary has been presented on the 'blow-up' (big book). The 'blow-up' contains the same illustration as does the reader*, however, the written form has been excluded. The written form will be presented on the flannel strip below the illustration. The objective of this technique is to allow the child to view the actual formulation of words. Also, it limits or controls the amount of words presented in each reading lesson. The amount of words presented at each "sitting" will depend upon the reading group.

PRESENTATION OF THE 'BLOW-UP'

The presentation of the reading of the 'blow-up' is divided into three parts. The teacher takes one sentence on a page and then moves to the next page and presents another sentence. When a sentence has been presented on each page, the teacher then returns to page one and presents the second sentence on each page. During the third presentation is the time the teacher distributes the readers. The only new word in the third presentation is 'had'.

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*The term "reader" is used throughout this guide to refer to the small books

"Freedom to read, like other types of physical and intellectual freedom requires effort and work on the part of the pupil."[3]

INTRODUCTION OF CHARACTERS

Sentence to be developed:

This is Dan.

New words:

this, is, Dan

Suggested Procedure:

Display the picture of Dan on the easel (the picture is the blow-up with the flannel attached underneath the picture.)

TEACHER: Tell the class that Dan lives on the Navajo Reservation and that they will be reading about some of his friends and experiences.

NOTE: Throughout this series allow the child to relate similar experiences which he or she may have had.

TEACHER: All together, let's say his name ------Dan. (Call on individual students to say his name.) Announce to the class that they are going to learn to spell Dan's name. Hold up the capitol letter 'D' and ask the class to identify the letter, after it has been identified, place it under the illustration and hold up the next letter --'a' --repeat the same procedure as before. Place the 'a' next to the 'D' and hold up the 'a' repeating the same procedure.

Have your class spell the new word together - D -- a--n, and this spells Dan.

NOTE: point to each letter as it is spelled. Call on individual students to pronounce and spell the new word.

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[3]Charles Frier. Ibid

Take the letters down and mix them up; ask someone to come up to the illustration and respell the word, or rearrange the letters under the picture incorrectly, e.g. a-D-n, n-a-D then ask someone to spell the word correctly.

Teacher: Now that we can read Dan's name, let's add some new words and make a sentence. (Move the word Dan to the extreme right of the flannel strip to allow space for the two words that will precede it.) Announce to the class that the sentence they will be constructing will be —"This is Dan." Hold up the letters 'Th' and ask the reading group to identify them. (Hold up both letters t and h together)

NOTE: The 'th' is a difficult sound for for most Navajo children to make. Refer to page 53 for the production of this sound. Place the 'Th' in place allowing enough space for the other letters in the sentence, e.g. Th- _____ Dan. Continue to hold up the rest of the letters in the words having the members of the reading group describe each letter by name. After the three words - This is Dan - have been placed under the illustration, announce that by placing a period at the end, a sentence has been constructed. Read the sentence to the group (point to each word as you read it.) Call on individual students to read the sentence. Mix the words in the sentence and see if anyone can reform the original sentence, also mix the individual letters of each word and ask someone to respell the word correctly.

NOTE: The amount of time to be spent on the teaching of each word or sentence will depend on your individual reading group.

It is important that each child within the group learns each word before he is allowed to continue.

TEACHERS NOTES ON TEACHING PROCEDURE USED:

"Reading is so fundamental to civilization that the professional's obligation to constantly improve and seek out more effective teaching methods cannot be denied."[4]

INTRODUCTION OF CHARACTERS CONTINUED:

Review the sentence - This is Dan. (Display the picture and sentence strip to one side, keep it in view of the reading group.)

NOTE: When reviewing a sentence that has been learned, use the sentence strip instead of placing the individual letters on the flannel strip. Using the sentence strips will save time.

After reviewing the sentence, display the picture of Ann. Again, allow some discussion before going on to the printed form. Tell the reading group that Ann is Dan's sister, Ann goes to school, etc. Use the same procedure in teaching the word Ann as you did in teaching Dan. After spelling Ann's name under her picture, call on individuals to spell and pronounce the new word. (No explanation should be given about the two 'n's' appearing together as one sound, this may be confusing. Move the new word to the extreme right of the flannel strip and add the words - This is - in front of the word Ann. Check to see if any one can recall the words from the previous lesson. Do not add the period and see if anyone will correct you.

NOTE: The introduction of Dan's pets will be done in the same procedure. Continue to use - This is - in introducing the animals.

As a new sentence is added, take time to compare them with the previous sentences learned thus far, e.g.

NOTE: Use the chalkboard for this comparison.

This is Dan.
This is Ann.
This is Shag.
This is Pep.
This is Rab.

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[4]David C. Davis. Patterns of Primary Education (New York and Evanston, Harper and Row, Publishers, 1963.)

"It is generally conceded in the society of Western culture that ability to read is the foundation of our scheme of education."[5]

INTRODUCTION OF CHARACTERS:

Page 1

Sentences to be developed;

This is Dan and Ann.

This is Pep and Shag.

This is Rab and Chip

New word(s):

and

SUGGESTED TEACHING PROCEDURE:

Page one is a repeat of the introduction of characters, all of them being on one page. Display the 'blow-up' of the characters and announce to the reading group that only one new word is on this page - and. Place the words that are already known by the group - This is Dan _____ Ann. Ask someone to read the incomplete sentence, noting that it does not make sense without the word 'and'. Use the same procedure used thus far - holding up the individual letters that form the word(s). Also use this same procedure in teaching the other sentences on page one.

NOTE: If at any time there is any doubt that a child does not know a word used thus far, do not allow the child to continue until he knows the word(s). Use the flashcards of the words learned; this is usually an accurate determiner.

WORKBOOK:

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[5]Robert C. Pooley, Let's Read. (Detroit: Wayne State University Press, 1961)

"The pupil who does not understand a statement which he attempts to read, does not understand that statement when it is read or spoken to him."[6]

TEACHING PROCEDURES CONTINUED:

Page 2

Sentence to be Developed:

This is Dan and Shag.

New Words:

6

SUGGESTED TEACHING PROCEDURE:

Place the sentence strip under the illustration (This is Dan and Shag.) Ask someone to read the sentence. Discuss the action taking place in the illustration.

NOTE: Only one sentence at a time will be presented on each page. Once this has been done, return to page one and present the second sentence as suggested by this Teacher's Guide. After the second presentation, it is recommended that the 'small' reading books be distributed to the reading group. In the third presentation, only one new word is presented - had. The objective behind this procedure is to reduce the amount of new words per page and it allows the child to see the individual letters as they form words. It may be noted that the flannel ' blow-up' does not present the written form exactly as it occurs in the "small" reading texts. However, all of the vocabulary is presented.

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[6]Paul McKee, The Teaching of Reading in the Elementary School. (Cambridge, Mass.: Houghton, Mifflin Co.).

1.3./14.

Page Three, Book One <u>Dan and His Pets</u>

SENTENCE TO BE DEVELOPED: Shag has the hat.

New Words: has, the, hat

Suggested Procedure:

The familiar word in the sentence is Shag - Spell the word - Shag, under the illustration; ask someone to read the word. Discuss what is taking place in this illustration.

Announce to the class that you are going to spell the word - has - for them. Use the same procedure as before - hold up the 'h' etc. (the word 'has' is irregular, the 's' has the sound of 'z'. Again, do not dwell on the physical make-up of this word. Teach the words the and hat in the same manner.

PAGE FOUR

Sentence to be Developed: Shag hid the hat.

New Words: hid

Suggested procedure:

Use the same procedure thus far used:

Page Five

Sentence to Be Developed: Dan cannot see Shag.

New Words: cannot see

Suggested Procedure:

Same as procedure used before:

PAGE SIX -- Book One Dan and His Pets

Sentence to Be Developed: Shag can See Dan.

New Words: can

Suggested Procedure:

Same Procedure

Page Seven

Sentence to Be Developed: Dan sees Shag.

New Word(s): see(s)

Suggested Procedure:

Same procedure

Page Eight

Sentence To Be Developed: Shag will run.

New Words: will, run

Suggested Procedure:

Same procedure

Page Nine

Page Nine

Sentence to Be Developed: Dan has Shag.

New Words: 0

Suggested Procedure:

Same procedure

Page Ten

Sentence To Be Developed: Pep can see the hat.

New Words: 0

Suggested Procedure:

Same procedure

Page Eleven - Book One, Dan and His Pets

Sentence to Be Developed: Dan can See Pep.

New Words: 0

Suggested Procedure:

Same procedure

Sentence to Be Developed: Dan sees the hat.

New Words: 0

Suggested Procedure:

Same Procedure

Page 13

Sentence to Be Developed: Dan cannot move Shag.

New word(s): move

Suggested procedure:

Same procedure

Page 14

Sentence To Be Developed: Pep helps Dan.

New Word(s): help(s)

Suggested procedure :

Same procedure.

Page 15

Sentence to Be Developed: Ann sees Dan and Shag.

New word(s): 0

Suggested Procedure:

Same procedure used thus far.

Page 16 Book One Dan and His Pets

Sentence To Be Developed: Ann helps Dan.

New Words: 0

Suggested Procedure:

Same procedure thus far followed.

Page 17

Sentence to Be Developed: Dan and Ann cannot move Shag.

New Words: 0

Suggested Procedure:

Same procedure.

Page 18

Sentence To Be Developed: Ann has a pan.

New Words: a, pan

Suggested procedure:

Same procedure

Page 19

Sentence to Be Developed: Shag moves.

New Word(s): move(s)

Suggested Procedure:

Same procedure

Page 20

Sentence to be Developed: Dan gets his hat.

New words: gets, his

Suggested procedure:

Same

Page 21, Book ONe Dan and His Pets

Sentence to Be Developed: Dan pets Shag.

New words: pets

Suggested procedure:

Same procedure

FIRST PRESENTATION

Lesson number		New Words
1.	This is Dan and Ann. This is Pep and Shag. This is Rab and Chip.	and
3.	This is Dan and Shag.	0
5.	Shag has the hat.	has, the, hat
7.	Shag hid the hat.	hid
9.	Dan cannot see Shag.	cannot, see
11.	Shag can see Dan.	can
13.	Dan can see Shag.	0
15.	Shag will run.	will, run
17.	Dan has Shag.	0
19.	Pep can see the hat.	0
21.	Dan can see Pep.	0
23.	Dan can see the hat.	0
25.	Dan cannot move Shag.	move
27.	Pep helps Dan.	helps
29.	Ann can see Dan and Shag.	0
31.	Ann helps Dan.	0
33.	Dan and Ann cannot move Shag.	0
35.	Ann has a pan.	a, pan
37.	Shag moves.	move(s)
39.	Dan gets his hat.	gets, his
41.	Dan pets Shag.	pets

SECOND PRESENTATION

NOTE: In the first presentation, one sentence was presented on each page. In the second presentation, the teacher returns to page one of the 'blow-up' and repeats the sentences learned in the first presentation plus the new sentence to be developed in the second presentation e.g. (page one). This is Dan and Shag.

Page Two

SECOND PRESENTATION

Sentence to be Developed:

Dan has fun with Shag.

Suggested Procedures

Place the sentence strip - This is Dan and Shag - under the illustration on page one, ask a member of your reading group to read the familiar sentence and announce to the group that a second sentence will be constructed on page one. Place the words - Dan has _____ _____ Shag, under sentence one, ask someone to read the familiar words and announce that two new words will be learned and placed under the illustration. From this point, use the same procedure used in the first presentation - hold up the 'f' etc. After the sentence has been constructed, practice reading both sentences.

Page Three

Sentence To Be Developed:

Run, Shag, run!

New Words:

run

Suggested Teaching Procedure:

Place sentence strip - Shag has the hat. - under the illustration; have a member of your class read the familiar sentence.

Use the same procedure in presenting new words that were used in the first presentation.

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second Presentation:

Page Four

Sentence to be Developed:

Pep can see Shag.

New Words:

0

Suggested Teaching Procedure

Place sentence strip - Shag hid the hat. - Review this sentence and continue to the sentence to be developed.

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second Presentation:

Page 5

Sentence to Be Developed:

Shag! Shag! Shag!

New Words:

0

Suggestnd Teaching Procedure:

Review first presentation - Dan cannot see Shag.

Use same procedure followed thus far.

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second Presentation:

Page 6

Sentence to Be Developed:

But Dan cannot see Shag.

New Words:

But

Suggested Teaching Procedure:

Review familiar sentence - Shag can see Dan.

Use the same procedure in teaching the new word - but.

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second Presentation:

Page 7

Sentence to Be Developed:

Will Shag run?

New Words:

0

Suggested Teaching Procedure:

Sentence Strip - Dan can see Shag.

Same procedure

NOTE: On page 6 in the first presentation the student was presented the sentence - Dan sees Shag.

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second Presentation:

Page 8

Sentence to Be Developed:

Run, Shag, run!

New Words:

Yes

SUGGESTED TEACHING PROCEDURE:

Note: In the first presentation, the sentence learned was - Shag will run. In the text (page 8) the teacher will note that the word 'yes' is present, e.g. Yes, Shag will run. Therefore, at this point the teacher will have to vary the teaching procedure used thus far. Before you place the sentence strip with the sentence - Yes, Shag will run. - teach the word, yes. Hold up the Y, etc. After this has been done, then place the sentence strip under the illustration; have someone read it. The second sentence on this page contains no new words.

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

SECOND PRESENTATION:

Page 9

Sentence to Be Developed:

Dan will not let Shag run.

New Words:

Not, let

Suggested Teaching Procedure:

Review sentence learned in first presentation- Dan has Shag.

Use the same procedure in teaching the new words.

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

SECOND PRESENTATION:

Page 10

Sentence To Be Developed:

Shag can see the hat.

New words:

0

Suggested Teaching Procedure:

Review sentence learned in first presentation - Pep can see the hat.

Same procedure

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second Presentation:

Page 11

Sentence to be Developed:

Pep can see the hat.

New Words:

0

Suggested Teaching Procedure:

Review: Dan can see Pep.

Same procedure.

Second Presentation

Page 12

Sentence to Be Developed:

Run, Dan, run!

New words:

0

Suggested teaching procedure

Review: Dan can see the hat.

Same procedure.

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second Presentation:

Page 13

Sentence To Be Developed:

Move, Shag, move!

New Words:

0

Suggested Teaching Procedure:

Review: Dan cannot move Shag.

Same procedure

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second Presentation:

Page 14

Sentence To Be Developed:

But Dan and Pep cannot move Shag.

New Words:

0

Suggested Teaching Procedure

Review: Pep helps Dan.

Same Procedure.

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second Presentation:

Page 15

Sentence To Be Developed:

Pep will tell And to help Dan.

New Words:

tell, to, help

Suggested Teaching Procedure

Review: Ann can see Dan and Shag.

Use the same procedure, do not discuss the reason that the '11's' in tell have one sound/ to is an irregular word.

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second presentation

Page 16

Sentence To Be Developed:

But Shag will not move.

New Words:

0

Suggested Teaching Procedure:

Review: Ann helps Dan.

Same procedure

TEACHER'S NOTES ON TEACHING PROCEDURE :

Second Presentation

Page 17

Sentence To Be Developed:

Shag is big and fat.

New Words:

big, fat

Suggested Teaching Procedure:

Review: Dan and Ann cannot move Shag.

Same procedure

Second Presentation

Page 18

Sentence To Be Developed:

Shag can see his pan.

New Words:

0

Suggested Teaching Procedure:

Review: Ann has a pan.

Same procedure

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second Presentation:

Page 19

Sentence To Be Developed:

Will Dan get his hat?

Suggested Teaching Procedure:

Same procedure

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second Presentation:

Page 20

Sentence To Be Developed

Dan is glad.

New Words:

glad

Suggested Teaching Procedure:

Review: Dan gets his hat.

Same procedure

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

Second Presentation:

Page 21

SENTENCE TO BE DEVELOPED:

Shag is glad.

New Words:

0

Suggested Teaching Procedure:

Review: Dan pets Shag.

Same procedure

TEACHER'S NOTES ON TEACHING PROCEDURE USED:

SECOND PRESENTATION

SENTENCE LESSON NO.		NEW WORDS:
3.	This is Dan and Shag. Dan has fund with Shag.	fun, with
5.	Shag has the hat. Rum, Shag, run!	run
7.	Shag hid the hat. Pep can see Shag.	0
9.	Dan cannot see Shag. Shag, Shag, Shag!	0
11.	Shag can see Dan. But Dan cannot see Shag.	but
13.	Dan sees Shag. Will Shag run?	
15.	Yes, Shag will run. Run, Shag, run.	yes
17.	Dan has Shag. Dan will not let Shag run.	not, let
19.	Pep can see the hat Shag can see the hat.	0
21.	Dan can see Pep. Pep can see the hat.	0
23.	Dan sees the hat. Run, Dan, run.	0
25.	Dan cannot move Shag. Move, Shag, move.	0
27.	Pep helps Dan. But Dan and Pep cannot move Shag.	
29.	Ann can see Dan and Shag. Pep will tell Ann to help Dan.	tell, to, help
31.	Ann helps Dan. But Shag will not move.	0
33.	Dan and Ann cannot move Shag. Shag is big and fat.	big, fat
35.	Ann has a pan. Shag can see his pan.	0
37.	Shag moves. Will Dan get his hat?	0
39.	Dan gets his hat. Dan is glad.	glad.
41.	Dan pets Shag. Shag is glad.	0

Sight Words used in Book One

1. is
2. his
3. the
4. has
5. move
6. see
7. to
8. Ann
9. a

CONSONANTS USED IN THE INITIAL, MEDIAL, AND FINAL POSITIONS
IN DAN AND HIS PETS - BOOKS I, II, III

LETTER	INITIAL	MEDIAL	FINAL
b	big	grabs	Rab
d	Dan	lands	dad
f	fat	catfish	if
g	get	begs	bag
h	hat	———	———
j	jumps	———	———
k, c	can	picking	rock
l	let	glad	yell
m	mom	swimming	Jim
n	not	running	run
p	Pep	napping	Pep
Q	———	———	———
r	run	———	for
s	see	———	gets
t	tell	gets	hat
w	wet	swim	———
v	———	———	move
x	———	———	box
y	yes	———	———
z	———	———	has
sh	Shag	fishing	fish
ch	Chip	———	catch
th	this		with

WORD PATTERNS (BOOK ONE)

Dan*	Shag*	hat*	glad*	Pep*	yes*	let*	hid*	big*	not*	but*	fun*
can*	bag	fat*	had*	hep	Wes	get*	did	dig	got*	cut	fun*
pan*	rag	rat	bad	Kep	Les	pet*	kid	pig	lot	nut	gun
fan	tag	sat	dad	wep		jet	lid	wig	pot	gut	sun
man	wag	bat	mad			met	bid	fig	hot	hut	bun
ran	lag	cat	sad			net	mid	jig	rot	rut	nun
tan	nag	mat	lad			set	rid	rig	cot		pun
ban	sag	pat	Tad			wet	Sid	gig	dot		
Nan	fag	Nat	cad			yet			jot		
van	gag	vat	fad			vet			tot		
an	hag	at	pad			bet					
			ad								

(NON-SENSE SYLLABLES)

gan	cag	tat	gad	dep	bes	det	gid	sig	bot	jut	cun
han	dag	gat	nad	lep	des	fet	tid	lig	mot	mut	dun
lan	jag	lat	rad	nep	hes	het	fid	zig	sot	sut	jun
san	mag		vad	rep	jes	ret	vid	hig	wot		mun
zan	pag			sep	mes	tet		vig			hun
jan	vag			tep	pes			nig			tun
	zag			zep	res			tig			
					ses			mig			
					tes						
					nes						

will*	tell*	help*	this*	with*	Chip*	Rab*	gets	Ann
bill	bell	yelp			hip	cab	pets	is
fill	fell				dip	lab	helps	and
hill	sell				lip	nab		has
kill	well				rip	tab		the
mill	yell				tip	jab		see
pill	Nell				nip	____		move
sill	dell							moves
till	hell				fip	bab		to
ill	dwell				Jip	dab		his
Jill	shell				kip	fab		a
chill	smell				pip	gab		
skill	spell				sip	hab		
spill	swell				vip	mab		
still					yip	pab		
drill					zip	sab		
frill								
grill								
trill								
shrill								
thrill								
gill								

*indicates words used in book one

SPEECH

FORMATION AND METHOD OF DEVELOPMENT*

F (Voiceless)

EXAMPLE: fat

FORMATION: Under lip shut against the edges of the upper front teeth while breath is sent out over the lip and between the teeth with a fricative sound. The lip should be so applied to the teeth as to leave no large openings.

METHOD OF DEVELOPMENT:

1. Imitation

V (Voiced)

EXAMPLE: van

FORMATION: Lip shut against the upper teeth as for 'F' and held while voice is given.

METHOD OF DEVELOPMENT:

Contrast with 'f'. Have your students repeat the following drill:

f,v,f,v,f,v.

(point out the vibration in the throat and lip)

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*Caroline A. Yale, Formation and Development of Elementary English Sounds, Northampton, Mass.

TH (voiceless)

EXAMPLE: this

FORMATION: Point of the tongue wide and thin resting lightly against the inner surface or the edge of the upper teeth while breath is sent out between the tongue and teeth. Within the mouth, the front or top of the tongue is raised slightly - closing at the sides against the teeth and gums. Avoid the raising of the lower lip so high that the resulting sound is a combination of 'th' and 'f'.

METHOD OF DEVELOPMENT:

1. Imitation; Allow the child to imitate your formation of the sound. Caution; make sure that the tongue does not protrude from between the teeth.

2. By analogy from 'f'. Let the pupil see that the same action is required for giving the two sounds; that the passive organ - the upper teeth - remains the same but that the active organ is the point of the tongue in 'th' while it is the lower lip for 'f'.

NG (Voiced nasal)

EXAMPLE: ring

FORMATION: Back of the tongue shut against the palate and held while voice passes through the nasal passages.

METHOD OF DEVELOPMENT:

1. From 'm' and 'a' by analogy.
2. With the mouth open pass a steady stream of breath through the nose, then vocalize it. If necessary first pass a stream of breath through the nose with mouth shut.

P (voiced bilabial)

EXAMPLE: Pet

FORMATION: Lips shut, then separated with an audible expulsion of breath.

METHOD OF DEVELOPMENT:

1. Imitation. If a narrow strip of paper or a feather is held before the lips as the sound is given, the breath striking it will show the pupil the proper force and direction of the breath as it escapes. Avoid exaggeration in movement.

FOREWORD

The procedure for teaching the written form in Book II is similar to the procedure used in Book I. The teacher continues to use the "big" book with the flannel strip to develop new words and sentences.

In Book I, only one sentence was presented on each page. In Book II, two sentences will be presented on each page.

A workbook also accompanies Book II.

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BOOK II

INTRODUCTION

The process of learning how to read is still a factor that is unknown. Therefore, one can infer that learning to read is mainly theory and will remain so until this complex human nerve system of ours is solved. Since its function is primarily that of theory, we must rely on research and other scientific data regarding learning and human behavior. We must also rely on this data in the area of reading.

In the teaching manual of book one of Dan and his Pets, we quoted the following passage from the works of Dr. Leonard Bloomfield regarding the function of human capacity: "There is always something artificial about reducing a problem to simple mechanical terms, but the whole history of science shows that simple mechanical terms (in the initial stages of learning)* are the only terms, in which our limited capacity can solve a problem." This statement can be applied to almost any learning behavior, but his reference is primarily to that of reading. Since the acquiring of the reading skill is not fully understood, and since many of our youngsters do not acquire the skill with ease, it is his (Bloomfield's) contention, as well as that of others, that the initial stages of reading matter should be formulated first in a concrete basis with gradual movement to the more abstract form of the printed word, that is, "in simple mechanical terms". To reduce reading to simple mechanical terms is rather difficult, but not impossible, as Dr. Bloomfield's works readily indicate. Dan and His Pets uses relatively the same procedures as does Dr. Bloomfield, however, there are some exceptions. Dan and His Pets uses more of a natural approach in duplicating 'talk written down' by using speech patterns that are within the linguistic experience of the language patterns of

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*Parenthesis added

pre-school children. In an effort to duplicate natural speech, a number of sight-words (abstract in form) were used, but the sight-words are very few in number. Words which are abstract in form are those words that do not have a one-to-one relationship between speech and the written form, e.g. large, but our concern in reading is not the oral form but the printed form. Since there is no relationship between the speech form and the written form of the word 'large' (because of the soft g and the silent e) would it not be much easier for the child to grasp its synonym 'big' because of the relationship between speech and the printed form? We, of the research team, believe that it would be easier. Therefore, the printed form in the series Dan and His Pets is based on this theory of presenting the concrete printed form with gradual movement to the abstract printed form.

Note: Before your group is ready to 'attack' the written form, allow your reading group to view all the illustrations. If the child wishes to discuss similar experiences allow him to do so. After ample time has been spent on thumbing through the illustrations in book two, place page one of the book on the easel and announce to your group that they are going to learn new words and sentences. Tell them that some of the other words learned in book one will also be used in book two.

Sentences to be developed:

1. Dan is sitting on the step.
2. His bat is on his lap.

New words:

(inflectional -ing-) on, step, bat, lap

Note: Discuss the illustration noting that Dan is bored and would like to play, but Shag is napping (sleeping) and does not want to play. Point out to the class that Rab and Chip are playing in the background.

Teacher: "I am going to place some words that you know under this picture; as I place them I want to see if you can read them" —place the familiar words Dan is sit--- ask someone to read it, noting that the ing form must be added to sit before it makes any sense -- add the ending, e.g. sitting. Pronounce the word and have members of your class pronounce it. (See page_____ for the production of the ing (ng) sound). Ask your group where Dan is sitting. Desired response, "On the step."

Hold up the letter -o- and ask your class to identify it. Place the letter after the word sitting and hold up the -n- using the same procedure. Pronounce the new word for your group, spell it, etc. Have someone read the four words -Dan is sitting on -- . Place the familiar word -the- in its place.

Announce to your class that the last word is -step- have your class pronounce the word. Make sure your class is pronouncing the blend - st - correctly and listen for the final consonant - p - . Is it audible? Many Navajo children do not articulate this consonant correctly when it occurs in the final position.

Place the - st - in place and ask your class to identify them. Add the - e- and - p -.

Read the sentence - point to each word as it is read. Have your class read it in choral unison, also, have the individual students read it, paying particular attention to the -ing- form of the verb sit.

Sentence Two:

The new words in this sentence are bat and lap. The concept of the word lap may need an example, but should be a word that is in the child's oral vocabulary.

Place the familiar word -his- under the illustration; ask your group to read it. Announce to the group that a new word comes next. The word is bat. Pronounce it for them and ask your group to pronounce it. Ask your group if they know what letter the word bat begins with. Put the b in place and continue with the same procedure used thus far. Place the familiar words in the sentence, e.g. His bat is on his ——. Ask someone to read it - pronounce the next word -lap -. Ask someone to pronounce it. Ask what letter it begins with. Put the l in place and continue with the same procedure used thus far.

Lesson Two, page two, Book Two.

Review page 1

Sentences to be developed:

Dan will get Shag up.

"Get up, Shag, get up!" yells Dan.

New words:

up, yells

Note: New punctuation marks are used on this page. Tell your class what the marks indicate.

Teaching procedure:

Use the same procedure.

Note: Intonation is as important in reading as it is in speaking

Have your group imitate your intonation pattern.

Teachers Notes:

Lesson three, Page three, Book Two

Sentences to be developed:

Shag will not get up.

"Get up, Shag, sit up," begs Dan.

New words:

beg(s)

Note: The concept of the word beg may have to be taught - use a familiar example.

Teaching Procedures:

Since there are no new words in the first sentence, place the sentence strip and ask someone to read the familiar words. Teach the new word begs in the same manner used heretofore.

Teacher's notes:

Lesson 4, page 4, Book Two

Sentences to be developed:

Dan has a pan.

"Get up, Shag, sit up!" yells Dan

New words:

0

Teaching Procedure:

Same procedure

Use the sentence strips.

Teacher's notes:

Lesson 5, page 5, Book Two

Sentence to be developed:

Shag gets wet.

Shag is getting up.

New words:

(ing) getting, wet

Teaching procedures:

Same

The sentence in the reader reads: Yes, Shag gets wet. Do not use the word yes in this presentation.

Teacher's notes:

Lesson six, page six, Book Two

Sentences to be developed:

Dan is running.

Shag is mad at Dan.

New words:

(ing) running, mad

Teaching procedure:

Same

Point out the jet airplane in the upper left hand corner of the picture.

Teacher's notes:

Lesson 7, page 7, Book Two

Sentences to be developed:

Shag sits on Dan.

"Move, Shag, move," begs Dan.

New words:

0

Teaching procedure:

same- use the sentence strips

Teacher's notes:

Lesson 8, page 8, Book Two

Sentences to be developed:

Shag is getting up.

Dan is getting wet.

New words:

0

Teaching procedures:

Same - use the sentence strips.

Teacher's notes:

Lesson 9, page 9, Book Two

Sentences to be developed:

Dan is getting up.

Shag has had fun with him.

New words:

him

Teaching procedures:

Same - use the sentence strip for sentence one.

Teacher's notes:

Lesson 10, page 10, Book two

Sentences to be developed:

Dan is not mad at Shag.

Dan is petting Shag.

New words:

(ing) petting

Teaching procedures:

Same

Use the sentence strip for sentence one.

Teacher's notes:

Page 11, lesson 11, Book Two

Sentences to be developed:

"The bus! The bus!" yells Dan.

"Jim and Ann can play with us."

New words:

bus, Jim, play, us

Teaching procedures:

Introduce Jim to the class. Jim is Dan's big brother. Teach the new words in the manner used thus far.

Teachers Notes:

Lesson 12, page 12, Book two

Sentences to be developed:

Shag sees the big bus.

Shag sees Jim and Ann.

New words:

0

Teaching procedures:

Same - use the sentence strips

Teacher's notes:

Lessons 13, page 13, Book Two

Sentences to be developed:

Jim and Ann will play.

It will be fun.

New words:

it, be

Teaching procedures:

Same

Use the sentence strip for sentence one.

Teacher's notes:

Lesson 14, Page 14, Book two

Sentences to be developed:

Jim is at bat!

Jim is big and can hit.

New words:

hit

Teaching Procedure:

Use the same procedure

Note: Use the sentence strip for sentence one.

Teacher's Notes:

Lesson 15, Page 15, Book Two

Sentences to be developed:

Jim gets a hit.

"Run, Jim, run!" yells Ann.

New words:

0

Teaching Procedure:

Use the same procedure

Note:

In the reader on page 29, the first sentence reads: "Yes, Jim gets a hit." Do not present the word -yes- in this presentation.

Teacher's notes:

Lesson 16, page 16 Book Two

Sentences to be developed:

Dan cannot catch it.

"Run, Dan, run!"

New words:

0

Teaching Procedure:

Use the same procedure

Note: Since there are no new words use the sentence strips for both sentences.

Teacher's Notes:

Lesson 17, Page 17, Book Two

Sentences to be developed:

Jim tags the bag.

Dan cannot tag him.

New words:

tag(s), bag

Teaching Procedure:

Use the same procedure.

Note: Again do not include the word -yes- in sentence one.

Teacher's Notes:

Lesson 18, Page 18, Book Two

Sentences to be developed:

Dan is at bat!

"Get a hit, Dan, get a hit!" yells Ann.

New words:

0

Teaching Procedure:

Use the same procedure

Note: Since there are no new words, use the sentence strips for both sentences.

Teacher's notes:

Lesson 19, Page 19, Book two

Sentences to be developed:

Dan gets a hit.

Dan is running.

New words:

0

Teaching Procedures:

Use the same procedure

Note: Use the sentence strips for both sentences.

Teacher's notes:

Lesson 20, page 20, Book Two

Sentences to be developed:

Dan cannot tag the bag

Will his pants rip?

New words:

pants, rip

Teaching procedure:

Use the same procedure

Note: Use the sentence strip for sentence one.

Teacher's notes:

Lesson 21, page 21, Book two

Sentences to be developed:

Yes, his pants rip.

It is a big rip.

New words:

0

Teaching procedure:

Use the same procedure

Note: Use the sentence strips for both sentences.

Teacher's notes:

Lesson 22, Page 22, Book Two

Sentences to be developed:

Mom is not mad.

Mom can mend his pants.

New words:

Mom, mend

Teaching Procedure:

Use the same procedure

Teacher's notes:

BOOK TWO - FIRST PRESENTATION

Page No.	Sentences	New Words
1	Dan is sitting on the step. His bat is on his lap.	sitting, on, step bat, lap
2.	Dan will get Shag up. "Get up, Shag, get up!" yells Dan.	up yells
5	Shag will not get up. "Get up, Shag, sit up," begs Dan.	beg(s)
7	Dan has a pan. "Get up, Shag, sit up!" yells Dan	0
9	Shag gets wet. Shag is getting up.	wet getting
11	Dan is running. Shag is mad at Dan	running mad
13.	Shag sits on Dan. "Move, Shag, move," begs Dan	0
15	Shag is getting up. Dan is getting wet.	0
17	Dan is getting up. Shag has had fun with him.	him
19	Dan is not mad at Shag. Dan is petting Shag.	petting
21	"The bus! The bus!" yells Dan "Jim and Ann can play with us."	bus Jim, play, us
23	Shag sees the big bus. Shag sees Jim and Ann.	0
25	Jim and Ann will play. It will be fun.	it, be
27	Jim is at bat! Jim is big and can hit.	hit
29	Jim gets a hit. "Run, Jim, run!" yells Ann.	0
31	Dan cannot catch it. "Run, Dan, run!"	0
33	Jim tags the bag. Dan cannot tag him.	tags, bag
35	Dan is at bat! "Get a hit, Dan, get a hit!" yells Ann	0
37	Dan gets a hit. Dan is running.	0

BOOK TWO - FIRST PRESENTATION (CONT.)

Page No.	Sentences	New Words
39	Dan cannot tag the bag. Will his pants rip?	pants, rip
41	Yes, his pants rip. It is a big rip.	
43	Mom is not mad. Mom can mend his pants.	mom, mend

SECOND PRESENTATION

Note: Return to page one of book two .

Before presenting the sentences to be developed, review the two sentences that were presented in the first presentation. Use the sentence strips for this review.

Sentence(s) to be developed:

Shag is napping in the hot sun.

New words:

Napping, hot, sun

Teaching Procedure:

Place the sentence strips of the sentences used in the first presentation and review, e.g. Dan is sitting on the step.

His bat is on his lap.

Teacher's Notes:

Lesson two, page two, Second Presentation

Sentences to be developed:

"Get up and play."

Will Shag get up and play?

New words:

0

Teaching procedures:

Place the sentence strips of the sentences used in the first presentation and review, e.g. Dan will get Shag up.

"Get up, Shag, get up!" yells Dan.

Teacher's Notes:

Lesson 3, page 3, Second Presentation

Sentences to be Developed:

Dan cannot get Shag up.

Dan is getting mad at Shag.

New words:

0

Teaching Procedure:

Place the sentence strips of sentences used in the first presentation and reveiw. e.g. Shag will not get up.

"Get up, Shag, sit up," bege Dan.

Teacher's notes:

Lesson 4, page 4, Second Presentation

Sentences to be developed:

"Get up and play."

Will Shag get wet?

New words:

0

Teaching procedures:

Place the sentence strips of sentences used in the first presentation and review. e.g. Dan has a pan.

"Get up, Shag, sit!" yells Dan

Teacher's notes:

Lesson 5, page 5, second presentation

Sentences to be developed:

Shag is dripping wet!

Shag is mad at Dan.

New words:

dripping

Teaching procedures:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Yes, Shag gets wet.

Shag is getting up.

Teacher's Notes:

Lesson 6, page 6, second presentation

Sentences to be developed:

Shag is dripping wet.

Will Shag catch Dan?

New words:

Catch

Teaching procedure:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Dan is running.

Shag is mad at Dan.

In teaching the digraph -ch- in catch, hold up both letters c and h.

Teacher's notes:

Lesson 7, page 7, second presentation

Sentences to be developed:

Dan cannot move Shag.

Shag is big and fat.

New words:

0

Teaching procedure:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Yes, Shag sits on Dan.

"Move, Shag, move," begs Dan.

Teacher's notes:

Lesson 8, page 8, Second Presentation

Sentences to be developed:

Shag is glad.

Dan is dripping wet.

New words:

0

Teaching procedure:

Place the sentence strips of the sentences used in the first presentation and review.

e.g. Shag is getting up.

Dan is getting wet.

Teacher's Notes:

Lesson 9, page 9, Second presentation

Sentences to be developed:

Shag is glad.

Is Dan mad at Shag?

New words:

0

Teaching procedures:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Dan is getting up.

Shag has had fun with him.

Teacher's Notes:

Lesson 10, page 10, second presentation

Sentences to be developed:

"Let's play, Shag?" asks Dan.

" I will get the bat."

New words:

let's, asks, I

Teaching procedure:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Dan is not mad at Shag.

Dan is petting Shag.

Teacher's notes:

Lesson 11, page 11, Second Presentation

Sentences to be developed:

"Shag, run to Jim and Ann."

"Tell them to play with us."

New words:

them, us

Teaching procedure:

Place the sentence strips of sentences used in the first presentation and review.

e.g. "The bus! The bus!" yells Dan.

"Jim and Ann can play with us."

Teacher's notes:

Lesson 12, page 12, second presentation

Sentences to be developed:

Shag is running to them.

Will Jim and Ann play with them?

New words:

0

Teaching procedure:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Shag sees the big bus

Shag sees Jim and Ann.

Teacher's notes:

Lesson 13, page 13, Second Presentation

Sentences to be developed:

Dan is glad.

Dan is glad to see them.

New words:

0

Teaching procedure:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Yes, Jim and Ann will play.

It will be fun.

Teacher's notes:

Lesson 14, page 14, second presentation

Sentences to be developed:

"Hit it, Jim, hit it!" yells Dan.

Will Jim get a hit?

New words:

0

Teaching procedure:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Jim is at bat!

Jim is big and can hit.

Teacher's notes:

Lesson 15, page 15, second Presentation

Sentences to be developed:

"Catch it, Dan, catch it."

Will Dan catch it?

New words:

0

Teaching procedure:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Jim gets a hit.

"Run, Jim, run!" yells Ann.

Teacher's notes:

Lesson 16, page 17, second presentation

Sentences to be developed:

"Tag the bag, Jim!" calls Ann.

Will Jim tag the bag?

New words:

bag, calls

Teaching procedure:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Dan cannot catch it.

"Run, Dan, run!"

Teacher's notes:

Lesson 17, page 17, second presentation

Sentencesto be developed:

Jim is big and can run.

New words:

0

Teaching procedure:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Yes, Jim tags the bag.

Dan cannot tag him.

Teacher's notes:

Lesson 18, page 18, Second presentation

Sentences to be developed:

"Hit it to Jim."

Will Dan get a hit?

New words:

0

Teaching procedures:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Dan is at bat!

"Get a hit, Dan, get a hit!" yells Ann.

Teacher's notes:

Lesson 19, page 19, second presentation

Sentences to be developed:

"Run, Dan, run!" yells Ann.

"Tag, the bag."

New words:

0

Teaching procedures:

Place the sentence strips of sentences used in the first presentation and review.

e.g. Yes, Dan gets a hit.

Dan is running.

Teacher's notes:

Lesson 20, page 20, second Presentation

Sentences to be developed:

"Let go, Shag, let go!" begs Dan.

Shag will not let go.

New words:

go

Teaching procedures:

Note: Check page 39 of reader, note that sentence one and sentence four are presented in the first lesson. Use the sentence strip for sentence one then continue to sentences two and three. After sentences two and three have been presented, place sentence strip four in place and review.

First Presentation: Dan cannot tag the bag.

Will his pants rip?

Teacher's Notes:

Lesson 21, page 21, second Presentation

Sentences to be developed:

Dan is sad.

Mom will be mad.

New words:

sad

Teaching procedures:

Place the sentence strips of the sentences used in the first presentation and review.

e.g. Yes, his pants rip.

It is a big rip.

Teacher's notes:

Lesson 22, page 22, Second presentation

Sentences to be developed:

Dan is glad.

Shag is glad.

New words:

0

Teaching Procedures:

Note: Check page 41 of the reader, note that sentence one and three were presented in the first presentation. Use the sentence strip for all the sentences in the order thaty they appear on page 41.

First presentation:

Mom is not mad.

Mom can mend his pants.

Teacher's notes:

BOOK TWO

SECOND PRESENTATION

PAGE NO.	SENTENCES	NEW WORDS
1	Shag is napping in the hot sun.	napping, not, sun
3	"Get up and play." Will Shag get up and play?	0
5	Dan cannot get Shag up. Dan is getting mad at Shag.	0
7	"Get up and play." Will Shag get wet?	0
9	Shag is dripping wet. Shag is mad at Dan.	dripping
11	Shag is dripping wet. Will Shag catch Dan?	catch
13	Dan cannot move. Shag is big and fat.	0
15.	Shag is glad. Dan is dripping wet.	0
17	Shag is glad. Is Dan mad at Shag?	0
19	"Let's play, Shag?" asks Dan. "I will get the bat."	Let's, asks I
21	"Shag, run to Jim and Ann." "Tell them to play with us."	them, us
23.	Shag is running to them Will Jim and Ann play with them?	0
25.	Dan is glad. Dan is glad to see them.	0
27	"Hit it, Jim, hit it! yells Dan Will Jim get a hit?	0
29.	"Catch it, Dan, catch it." Will Dan catch it?	0
31.	"Tag the bag, Jim!" calls Ann. Will Jim tag the bag?	bag, calls
33	Jim is big and can run.	0
35	"Hit it to Jim." Will Dan get a hit?	0

37.	"Run, Dan run!" yells Ann. "Tag the bag."	0
39	"Let go, Shag, let go!" begs Dan. Shag will not let go.	go
41	Dan is sad. Mom will be mad.	sad
43	Dan is glad. Shag is glad.	0

CONSONANTS USED IN THE INITIAL, MEDIAL, AND FINAL POSITIONS IN DAN AND HIS PETS - BOOKS I, II, III

LETTER	INITIAL	MEDIAL	FINAL
b	big	grabs	Rob
d	Dan	lands	dad
f	fat	catfish	if
g	get	begs	bag
h	hat	———	———
j	jumps	———	———
k, c	can	picking	rock
l	let	glad	yell
m	mom	swimming	Jim
n	not	running	run
p	Pep	napping	Pep
q	———	———	———
r	run	———	for
s	see	———	gets
t	tell	gets	hat
w	wet	swim	———
v	———	———	move
x	———	———	box
y	yes	———	———
z	———	———	has
sh	Shag	fishing	fish
ch	Chip	———	catch
th	this		with

WORD PATTERNS

drip*	catch*	him*	ask*	us*
rip	match	Jim*	mask	bus*
dip	patch	dim	task	gus
lip	batch	kim		cus
nip	hatch	rim		dus
sip				tus
tip	smatch	Tim		rus
zip				mus
fip		gim		
gip		lim		
kip		mim		
pip		nim		
vip		pim		
yip		sim		
		vim		
		wim		

Word Patterns (cont.)

them*	bag*	call*	pant(s)*
hem	tag*	all	ant*
---	gap	ball	rant*
dem	hag	fall	
fem	lag	hall	
mem	nag	tall	
nem	rag	wall	
pem	sag	small	
rem	wag		
tem	zag		
	vag		
	pag		
	mag		
	jag		
	cag		

* words used in book II

WORD PATTERNS - BOOK TWO

it*	step*	bat*	lap*	in*	hot*
sit					
hit	pep	fat	nap	bin	got
bit		hat	cap	fin	not
fit		cat	gap	pin	cot
kit		mat	hap	sin	dot
lit		nat	map	tin	jot
pit		pat	map	win	lot
wit		rat	rap	kin	pot
dit		sat	sap		rot
		vat	tap		
git				din	bot
jit		at	bap	hin	mot
mit		gat	dap	jin	sot
nit		lat	jap	lin	tot
vit		tat	pap	min	wot
			vap	nin	
			yap	rin	
				vin	
				zin	

---

sun*	up*		beg*
fun	cup		leg
run	pup		keg
bun	sup		meg
gun	nap	peg	peg
nun	rup		set
pun	tup		teg
can			
dun			
jun			
hun			
tun			

WORD PATTERNS

Mom*	mend*
Tom	end
---	tend
pom	vend
jom	send
	pend
	bend
	lend

SPEECH

FORMATION AND METHOD OF DEVELOPMENT*

F (Voiceless)

EXAMPLE: fat

FORMATION: Under lip shut against the edges of the upper front teeth while breath is sent out over the lip and between the teeth with a fricative sound. The lip should be so applied to the teeth as to leave no large openings.

METHOD OF DEVELOPMENT:

1. Imitation

V (Voiced)

EXAMPLE: van

FORMATION: Lip shut against the upper teeth as for 'F' and held while voice is given.

METHOD OF DEVELOPMENT:

Contrast with 'f'. Have your students repeat the following drill:

f,v,f,v,f,v.

(point out the vibration in the throat and lip)

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*Caroline A. Yale, Formation and Development of Elementary English Sounds, Northampton, Mass.

TH (voiceless)

EXAMPLE: this

FORMATION: Point of the tongue wide and thin resting lightly against the inner surface or the edge of the upper teeth while breath is sent out between the tongue and teeth. Within the mouth, the front or top of the tongue is raised slightly - closing at the sides against the teeth and gums. Avoid the raising of the lower lip so high that the resulting sound is a combination of 'th' and 'f'.

METHOD OF DEVELOPMENT:

1. Imitation; Allow the child to imitate your formation of the sound. Caution; make sure that the tongue does not protrude from between the teeth.

2. By analogy from 'f'. Let the pupil see that the same action is required for giving the two sounds; that the passive organ - the upper teeth - remains the same but that the active organ is the point of the tongue in 'th' while it is the lower lip for 'f'.

NG (Voiced nasal)

EXAMPLE: ring

FORMATION: Back of the tongue shut against the palate and held while voice passes through the nasal passages.

METHOD OF DEVELOPMENT:

1. From 'm' and 'a' by analogy.
2. With the mouth open pass a steady stream of breath through the nose, then vocalize it. If necessary first pass a stream of breath through the nose with mouth shut.

P (voiced bilabial)

EXAMPLE: Pet

FORMATION: Lips shut, then separated with an audible expulsion of breath.

METHOD OF DEVELOPMENT;

1. Imitation. If a narrow strip of paper or a feather is held before the lips as the sound is given, the breath striking it will show the pupil the proper force and direction of the breath as it escapes. Avoid exaggeration in movement.

FOREWORD

The system used in books one and two will also be used in book three. The teacher will continue to use the "big" book with the flannel strip to develop new word patterns and sentences.

The teacher will note that book three is still concentrating on the "regular" spelling forms, however, some "irregular" forms are also present.

In the books to follow, the concentration will be based primarily on the "irregular" form and will review spelling patterns presented in the first three books.

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BOOK III

INTRODUCTION

In using the linguistic approach to reading, we are undertaking the challenge offered by Leonard Bloomfield, a forerunner of the linguistic approach, in striving for a system of reading that will comply with the following incentives:[1]

1. A system of reading which combines the resources of eye and ear in units of sight and sound as basic elements of learning.
2. A system in which every new step is not the learning of isolated words, but enlargement of the power to identify words from patterns of letters.
3. A system in which the translation of letters into sounds and sounds into meaning becomes increasingly automatic.
4. A system, therefore, which cumulatively builds up the child's independence and competence, providing him with the tools to tackle unknown words by a process of sight-sound-meaning which grows more effective the more it is used.

Although our linguistic materials do not comply verbatim with the approach advocated by Bloomfield, we are greatly indebted to him for providing the ground-work for this project.

It is indicated by many 'experts' in the field of reading that "no one method is superior to another", and they emphasize or advocate the use of a number of methods. Of course, this does not mean any particular method,but methods that have been used with some degree of good results.

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[1] Leonard Bloomfield and Barnhart, Clarence L., Let's Read, (Detroit: Wayne State University Press), 1961.

Ordinarily, the "Phonics" approach, the "Look-say" method, and the "Linguistic" approach are among the most commonly used. All of these methods, however, are said to have their disadvantages. It is argued that the "phonics" approach is unnatural in that the sounds of the language are presented in isolated forms or in combination with consonants or consonant clusters. This presentation is unnatural in that we do not utter isolated sounds in ordinary speech, but a series of sounds. In essence, the speakers of English have the kinesthetic feel of not isolated sounds, but sounds that are used in the flow of speech. The argument of the "Look-say" method is that this particular method has no systematic presentation of words, that is, a child is presented a number of "commonly" used words to learn as a sight vocabulary. The physical form of these words are a combination of 'regular' and'irregular' forms of words, and it has been said, the end result is confusion. The "pure" Linguistic approach to reading is said to be unnatural in that it does not correspond with the way we speak. That is, "regular" forms and only "regular" forms of words are presented initially with gradual movement to the 'irregular' spelling forms of the English language. The research team of Independent School District No. 22 has weighed the arguments and has concluded that each of the said methods, to some degree, can be utilized in one series,and we believe that Dan and his Pets utilizes all three.

We feel that by using individual letters of the alphabet to form words on the flannel strip, we are, to some degree, employing a form of "phonics". The teacher does not tell the class what each letter "says" because we, in theory only, believe that the child has a built-in system of the sounds of letters and, once the word is pronounced by the teacher, the child can decipher the sounds of the letters unconsciously at a much more rapid pace than can be presented by the teacher.

The "look-say" method is also present in that a more systematic presentation is used in presenting uniform spelling patterns, rather than the selection of words at random. Dan and His Pets uses a modified linguistic approach in order to conform with the naturalness of "talk written down."

Lesson 1, page 1

Sentences to be developed:

Shag and Pep see Dan.

Dan has his fishing rod and box.

New word(s):

fish(ing), rod, box

Note: The concepts of rod and box may have to be explained. Explain that the fishing gear is in the box - hooks, line, bait etc.

Suggested teaching procedure:

Since there are no new words in the first sentence, place the sentence strip on the flannel and ask someone to read the familiar words. In teaching of the new words use the same procedure used in books one and two.

Teacher's Notes:

Lesson 2, page 2

Sentences to be developed:

Shag begs Dan. Shag wants to go fishing.

"No, Shag, no!" yells Dan.

New word(s):

No

Note: review the concept of beg.

Teaching Procedures:

Use the sentence strip for the sentences: Shag begs Dan. Shag wants to go fishing.

In sentence two only one new word is presented.

Teacher's Notes:

Lesson 3, page 3

Sentences to be developed:

Dan walks to the pond.

Shag is sitting. Shag is sad.

New word(s):

walk(s), pond

Note: The term pond may have to be explained.

Teaching procedures:

In sentence one walks and pond are new words. The silent letter in walk will have to be explained. Have each member of your reading group pronounce the word.

Teacher's Notes:

Lesson 4, Page 4

Sentence to be developed:

Shag is going fishing.

Dan cannot see Shag, but Shag can see Dan.

New word(s):

go(ing)

Teaching procedures:

The sentence on page 7 in the book reads: Yes, Shag is going fishing.

Present the sentence without the word Yes.

Teacher's notes:

Lesson 5, page 5

Sentences to be developed:

Dan is sitting on a big rock.

He is fishing in the big pond.

New Word(s)

rock, he

Teaching procedure:

<u>rock</u> and <u>he</u> are the two new words to be developed. Again the (ck) in rock as one sound may have to be explained.

Teacher's notes:

Lesson 6, page 6

Sentences to be developed:

Dan is sitting and wishing.

Dan thinks of catching a big fish.

New word(s):

wish(ing), think(s), catch(ing), of

Teaching Procedures:

Same procedure.

Compare fishing and wishing, noting that the initial consonant changes the word, pronunciation, and meaning.

Continue to teach the correct articulation point of the (th) refer to the pages indicating speech development.

Teacher's Notes:

Lesson 7, page 7

Sentences to be developed:

Shag and Pep cannot move.

If Dan sees them, he will be mad.

New word(s):

if

Teaching Procedures:

Use the sentence strip for sentence one. Use the "velour" alphabet to teach the new word.

Teacher's notes:

Lesson 8, page 8

Sentences to be developed:

Shag and Pep can still see Dan.

Dan is napping in the hot sun.

New word(s)

still

Teaching Procedures:

Teach the word still.

Use the sentence strip for sentence two.

Teacher's Notes:

Lesson 9, page 9

Sentences to be developed:

A big fish! It's a big catfish.

The catfish is jumping in the pond.

New word(s):

fish, it's, catfish, jump(ing)

Teaching Procedure:

Teach the new words in the same manner thus far used. The contraction it's should be explained noting that it's the smaller form of it is.

Teacher's notes:

Lesson 10, page 10

Sentences to be developed:

The catfish sees the big fat worm.

Dan is still napping.

New word(s)

worm

Teaching procedures:

The word "worm" is an "irregular" spelling form, however, usually in the vocabulary of young children.

Teacher's notes:

Page 11, Lesson 11

Sentences to be developed:

It pulls the rod in!

It's a big fish! Dan jumps up!

New word(s):

pull(s), jump(s)

Teaching procedures:

In teaching the word 'pulls' hold up both l's to indicate one sound.

Teacher's notes:

Lesson 12, Page 12

Sentences to be developed:

Dan is running in the mud.

Grab the rod, Dan, pick it up!

New word(s)

mud, grab, pick

Teaching procedures:

Continue to use the same procedure used in books one and two.

Teacher's notes:

Lesson 13, page 13

Sentences to be developed:

Dan picks up his rod, but the fish is big.

Dan cannot pull it in!

New Words:

pick(s), pull

Teaching procedure:

Use the sentence strips for both sentences, other forms of the words pick and pull have been used.

Teacher's notes:

Lesson 14, page 14

Sentences to be developed:

Dan still has his rod.

But Dan cannot swim.

New word(s):

swim

Teaching procedure:

Use the chalkboard to compare swim and Jim.

Use the sentence strip for the first sentence.

Teacher's notes:

Lesson 15, page 15

Sentences to be developed:

Dan will not let go of his rod.

Shag is swimming to Dan.

New words:

go, swim(ming)

Teaching Procedures:

Again use the sentence strips. This will allow you to check their word attack skills, since other forms of the words go and swimming have been used.

Teacher's Notes:

Lesson 16, page 16

Sentences to be developed:

Shag is helping Dan.

Dan will not let go of his rod.

New word(s):

help(ing)

Teaching procedures:

Use the sentence strips for both sentences.

Teacher's notes:

Lesson 17, Page 17

Sentences to be developed:

Shag pulls Dan to the bank.

Dan is dripping wet. But Dan still has his rod.

New word(s)

bank

Teaching procedures:

The concept of the word bank meaning the edge of the pond may have to be taught.

Teacher's Notes:

Lesson 18, page 18

Sentences to be developed:

Dan lands the big catfish.

Is Dan mad at Shag?

New word(s):

land(s)

Teach the word lands - us the sentence strip for sentence two. The presentation of this lesson doesn't correspond to the sentence order used on page 35 of the text. This is due to the question form and the statement that follows on page 37 of book three.

Teacjer's Notes:

Lesson 19, page 19

Sentences to be developed:

Dan is dripping wet, but he is not mad.

Dan is hugging Shag. Shag is a good dog.

New words:

hugging, good, dog

Teaching Procedures:

Use the sentence strip for sentence one. Use the same procedure to teach the new words in the second sentence.

Teacher's notes:

Lesson 20, page 20

Sentences to be developed:

Dan and Shag are walking home.

Dan is proud of his catch.

New words:

are, walk(ing), home, proud

Teaching procedures:

The new words are sight words or "irregular". The concept of proud may have to be tuaght.

Teacher's Notes:

Page No.	Sentences	New Words
1.	Shag and Pep see Dan.	fish(ing), rod box
3.	Shag begs Dan. Shag wants to go fishing. "No, Shag, no!" yells Dan	no
5.	Dan walks to the pond. Shag is sitting. Shag is sad.	walk(s), pond
7.	Shag is going fishing. Dan cannot see Shag, but Shag can see Dan.	going
9.	Dan is sitting on a big rock. He is fishing in the big pond.	rock he
11.	Dan is sitting and wishing. Dan thinks of catching a big fish.	wish(ing) thinks, of, catch(ing)
13.	Shag and Pep cannot move. If Dan sees them, he will be mad.	if
15.	Shag and Pep can still see Dan. Dan is napping in the hot sun.	still
17.	A big fish! It's a big catfish. The catfish is jumping in the pond.	fish, it's, catfish, jump(ing)
19.	The catfish sees the big fat worm. Dan is still napping.	worm
21.	It pulls the rod in! It's a big fish! Dan jumps up!	pull(s) jump(s)
23.	Dan is running in the mud. Grab the rod, Dan, pick it up!	mud grab, pick
25.	Dan picks up his rod, but the fish is big. Dan cannot pull it in!	pick(s) pull
27.	Dan still has his rod. But Dan cannot swim.	swim
29.	Dan will not let go of his rod. Shag is swimming to Dan.	go swimm(ing)
31.	Shag is helping Dan. Dan will not let go of his rod.	help(ing)
33.	Shag pulls Dan to the bank. Dan is dripping wet. But Dan still has his rod.	bank

1st presentation (continued)

Page	Sentence	New words
35	Dan lands the big catfish.	land(s)
	Is Dan mad at Shag?	
37	Dan is dripping wet, but he is not mad.	hugg(ing)
	Dan is hugging Shag. Shag is a good dog.	good, dog
39	Dan and Shag are walking home	are, walk(ing)
	Dan is proud of his catch	proud

SECOND PRESENTATION

Book III

Lesson 1, page 1

Note: Review all the sentences in the 1st presentation before the 2nd presentation is given.

Sentences to be developed:

Dan is going fishing.

Shag wants to go fishing with him.

New Word(s):

want(s)

Teaching procedures:

Use the sentence strips for sentence one.

Teach the word 'wants' by using the velour alphabet. Review the sentences learned in the 1st presentation.

Note: In the second presentation there are seven unfamiliar words. If the teacher desires, she may use the sentence strips throughout the second presentation.

Teacher's notes:

Lesson 2, page 2

Sentences to be developed:

"You cannot go fishing with me.

Dogs do not go fishing."

New word(s):

you, dog(s)

Teaching procedures:

Continue to use the same procedure. Review the sentences learned in the first presentation.

Teacher's notes:

Lesson 3, page 3

Sentences to be developed:

Dan will not let Shag go with him.

Will Shag go fishing?

New words:

0

Teaching procedures:

Review sentences learned in the first presentation - use the sentence strips

Teacher's notes:

Lesson 4, page 4

Sentences to be developed:

If Dan sees Shag, he will be mad.

Pep is with Shag.

New words:

0

Teaching Procedures:

Review sentences learned in 1st presentation - use the sentence strips.

Teacher's notes:

Lesson 5, page 5

Sentences to be developed:

Pep and Shag can see Dan.

But Dan cannot see them.

New words:

0

Teaching procedures:

Review the sentences learned in the first presentation - use the sentence strips.

Teacher's notes:

Lesson 6, page 6

Sentences to be developed:

If Dan can catch a big fish,

Mom and Dad will be proud of him.

New words:

Dad

Teaching procedures:

Review sentences learned in the 1st presentation - use the sentence strips.

Teacher's notes:

Lesson 7, page 7

Sentences to be developed:

But Dan cannot see his pets.

Dan is thinking of a big fish.

New word(s):

think(ing)

Teaching procedures:

Review sentences learned in the first presentation - use the sentence strips.

Teacher's Notes:

Lesson 8, page 8.

Sentences to be developed:

Dan is still thinking.

Dan is still thinking of a big fish.

New word(s):

0

Teaching procedures:

Review the sentences learned in the 1st presentation - Use the sentence strips.

Teacher's notes:

Lesson 9, Page 9

Sentences to be developed:

Dan cannot see the big cat fish.

Dan is still napping.

New word(s):

0

Teaching procedures:

Review the sentences learned in the 1st presentation. Use the sentence strips.

Teacher's notes:

Lesson 10, page 10

Sentences to be developed:

The fish swims to the big fat worm.

Will the big catfish pull the rod into the pond?

New word(s)

swim(s), into

Teaching procedures:

Review the sentences learned in the 1st presentation. Use the sentence strips.

Teacher's notes:

Lesson 11, page 11

Sentences to be developed:

Dan runs to his rod!

But the catfish is pulling the rod into the pond.

New word(s):

run(s), pull(ing)

Teaching procedures:

Review the sentences learned in the first presentation. Use the sentence strips.

Teacher's notes:

Lesson 12, page 12

Sentences to be developed:

Shag runs to help Dan.

Grab the rod, Dan, pick it up!

New word(s):

0

Teaching procedures:

Review the sentences learned in the 1st presentation. Use the sentence strips.

Teacher's notes:

Lesson 13, page 13

Sentences to be developed:

Pull, Dan, pull!

But the fish is pulling Dan into the pond.

New word(s):

0

Teaching procedures:

Review the sentences learned in the first presentation. Use the sentence strips.

Teacher's notes:

Lesson 14, page 14

Sentences to be developed:

Shag is jumping into the pond to help Dan.

Will Dan let go of his rod?

New word(s):

0

Teaching Procedures:

Review the sentences learned in the 1st presentation. Use the sentence strips.

Teacher's notes:

Lesson 15, page 15

Sentences to be developed:

Dan sees Shag.

He is glad to see his pet.

New word(s):

0

Teaching procedures:

Review the sentences learned in the 1st presentation. Use the sentence strips.

Teacher's notes:

Lesson 16, page 16

Sentence to be developed:

He wants to land the big fish.
Puli, Shag, pull!

New word(s):

land

Teaching Procedures:

Review the sentences learned in the first presentation. Use the sentence strips.

Teacher's notes:

Lesson 17, page 17

Sentences to be developed:

Pull, Dan, pull!

Will Dan land the big fish?

New word(s):

0

Teaching procedures:

Review the sentences learned in the first presentation.

Use the sentence strips.

Teacher's notes:

Lesson 18, page 18

Sentences to be developed:

The fish is big and fat.

Mom and Dad will be proud of Dan.

New word(s):

0

Teaching procedures:

Note: The presentation of this lesson does not correspond with the sentence order used on page 35 of the text. Since there are no new words in this lesson, place the sentence strips in the following order:

Yes, Dan lands the big catfish.

The catfish is big and fat.

Mom and Dad will be proud of Dan.

Is Dan mad at Shag?

Teacher's notes:

Lesson 19, page 19

Sentence(s) to be developed:

Shag is glad that Dan is not mad at him.

New word(s):

0

Teaching procedures:

Review the sentences learned in the first presentation. Use the sentence strips.

Teacher's notes:

Lesson 20, page 20

Sentences to be developed:

Mom and Dad see them.

Dan holds up the big catfish.

New word(s):

hold(s)

Teaching procedures:

The presentation of this lesson does not correspond with the sentence order used on page 39 of the text. Place the sentence strips in the following order:

Dan and Shag are walking home.

Mom and Dan see them.

Dan holds up the big catfish.

Dan is proud of his catch.

SECOND PRESENTATION - BOOK III

SENTENCES

Page No.		New Words
1.	Dan is going fishing. Shag wants to go fishing with him.	want(s)
2.	"You cannot go fishing with me. Dogs do not go fishing."	you dog(s)
5.	Dan will not let Shag go with him. Will Shag go fishing?	0
7.	If Dan sees Shag, he will be mad. Pep is with Shag.	0
9.	Pep and Shag can see Dan. But Dan cannot see them.	0
10.	If Dan can catch a big fish, Mom and Dad will be proud of him.	Dad
13.	But Dan cannot see his pets. Dan is thinking of a big fish.	think(ing)
15.	Dan is still thinking. Dan is stillthinking of a big fish.	0
17.	Dan cannot see the big catfish. Dan is still napping.	0
19.	The fish swims to the big fat worm. Will the big catfish pull the rod into the pond?	swim(s) into
21.	Dan runs to his rod! But the catfish is pulling the rod into the pond.	run(s) pull(ing)
23.	Shag runs to help Dan. Grab the rod, Dan, pick it up!	0
25.	Pull, Dan pull! But the fish is pulling Dan into the pond.	0
27.	Shag is jumping intobthe pond to help Dan. Will Dan let go of his rod?	0
29.	Dan sees Shag. He is glad to see his pet.	0
31.	He wants to land the big fish. Pull, Shag, pull!	land
33.	Pull, Dan, pull! Will Dan land the big fish?	

Page No.	Sentences	New Words
35.	The fish is big and fat. Mom and Dad will be proud of Dan.	0
37.	Shag is glad that Dan is not mad at him.	0
39.	Mom and Dad see them. Dan holds up the big catfish.	hold(s)

NEW WORD PATTERNS

BOOK III

fish*	rod*	box*	want*	dog*	walk*	pond*
wish	God	fox			talk	fond
dish	cod	ox			chalk	bond
swish	nod					
	pod					
fishing	sod					

rock*	think*	jump*	swim	pull*
deck		bump		bull
lock		dump		full
sock		hump		
hock		lump		
block		pump		
clock				
flock				
crock				
shock				
stock				

go*	me*	proud*	walking*	home*
no*	he*	cloud	hugging*	are*
so	she	loud	thinks*	going*
	we		thinking*	wants*
	be		of*	dogs*
			it's*	walks*
			catfish*	talks
			jumping*	if*
			worm*	catching*
			swims*	pulling*
			swimming*	into*
			picks*	helping*
			lands*	

* indicates words used in Book III

mud*	grab*	pick*	land*	bank*
bud			band	rank
cud			hand	sank
Jud			sand	tank
				blank
				plank
				spank
				crank
				drank
				Frank

hug*	good *	that*	hold*
bug	hood		told
dug	wood		old
	stood		bold
jug			cold
lug			fold
mug			gold
pug			sold
rug			scold
tug			

CONSONANTS USED IN THE INITIAL, MEDIAL, AND FINAL POSITIONS IN DAN AND HIS PETS - BOOKS I, II, III

LETTER	INITIAL	MEDIAL	FINAL
b	big	grabs	Rab
d	Dan	lands	dad
f	fat	catfish	if
g	get	begs	bag
h	hat	———	———
j	jumps	———	———
k, c	can	picking	rock
l	let	glad	yell
m	mom	swimming	Jim
n	not	running	run
p	Pep	napping	Pep
Q	———	———	———
r	run	———	for
s	see	———	gets
t	tell	gets	hat
w	wet	swim	———
v	———	———	move
x	———	———	box
y	yes	———	———
z	———	———	has
sh	Shag	fishing	fish
ch	Chip	———	catch
th	this		with

SPEECH
FORMATION AND METHOD OF DEVELOPMENT*

F (Voiceless)

EXAMPLE: fat

FORMATION: Under lip shut against the edges of the upper front teeth while breath is sent out over the lip and between the teeth with a fricative sound. The lip should be so applied to the teeth as to leave no large openings.

METHOD OF DEVELOPMENT:

1. Imitation

V (voiced)

EXAMPLE: van

FORMATION: Lip shut against the upper teeth as for 'F' and held while voice is given.

METHOD OF DEVELOPMENT:

Contrast with 'f'. Have your students repeat the following drill:

f,v,f,v,f,v.

(point out the vibration in the throat and lip)

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*Caroline A. Yale, Formation and Development of Elementary English Sounds, Northampton, Mass.

TH (voiceless)

EXAMPLE: this

FORMATION: Point of the tongue wide and thin resting lightly against the inner surface or the edge of the upper teeth while breath is sent out between the tongue and teeth. Within the mouth, the front or top of the tongue is raised slightly - closing at the sides against the teeth and gums. Avoid the raising of the lower lip so high that the resulting sound is a combination of 'th' and 'f'.

METHOD OF DEVELOPMENT:

1. Imitation; Allow the child to imitate your formation of the sound. Caution; make sure that the tongue does not protrude from between the teeth.

2. By analogy from 'f'. Let the pupil see that the same action is required for giving the two sounds; that the passive organ - the upper teeth - remains the same but that the active organ is the point of the tongue in 'th' while it is the lower lip for 'f'.

NG (Voiced nasal)

EXAMPLE: ring

FORMATION: Back of the tongue shut against the palate and held while voice passes through the nasal passages.

METHOD OF DEVELOPMENT:

1. From 'm' and 'a' by analogy.
2. With the mouth open pass a steady stream of breath through the nose, then vocalize it. If necessary first pass a stream of breath through the nose with mouth shut.

P (voiced bilabial)

EXAMPLE: Pet

FORMATION: Lips shut, then separated with an audible expulsion of breath.

METHOD OF DEVELOPMENT:

1. Imitation. If a narrow strip of paper or a feather is held before the lips as the sound is given, the breath striking it will show the pupil the proper force and direction of the breath as it escapes. Avoid exaggeration in movement.